



Battle Primary Academy
Empowering Opportunity

Name of Policy	Accessibility Plan
Scope of Policy	This policy applies to all pupils, members of staff, parents and visitors at Battle Primary Academy
Approved by	Principal
Date of Approval	July 2025
Review period	Three Years
Review Date	July 2028

GROWING STRONGER TOGETHER



**THAMES LEARNING
TRUST**

1. Aims

At Battle Primary Academy, we have a commitment to encouraging high expectations of everyone. Children are provided with high quality learning opportunities so that each child has the opportunity of achieving their full potential. We are a safe school, committed to improving children's confidence and self-esteem.

Under the Equality Act 2010, schools should have an Accessibility Plan in place, the purpose of which is to improve the physical environment of the school to enable full access to pupils with disabilities in order that they can take advantage of their education, facilities and the services provided in school.

Schools are required to make reasonable adjustments for pupils with disabilities under the Equalities Act 2010, to alleviate any substantial disadvantage that a pupil with disabilities faces in comparison with a pupil without disabilities. This can include making reasonable adjustments to premises and / or the curriculum.

Our school aims to treat all of its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

2. Legislation and guidance

This document meets the requirements of schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance for schools on the Equality Act 2010. The Equality Act 2010 replaced all existing legislation, including the Disability Discrimination Act. The effect of the law means that *'schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation.'*

The Equality Act 2-1- defines an individual as disabled if:

- (a) *He or she has a physical or mental impairment, and*
- (b) *The impairment has a 'substantial' and 'long-term' adverse effect on their ability to carry out normal day to day activities.*

Under the Special Educational Needs and Disability (SEND) Code of Practice, 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments, such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer

Accessibility Plan

3. Action Plan

(1) School Environment				
	Priority	Strategy / Action	Timescale	Responsibility
3.1.1	Access into school and reception area to be fully compliant	School building to meet all accessibility regulations with certificates on display and checked annually	Ongoing from autumn 2025	Facilities Manager / Principal
3.1.2	Ensure all steps have availability for ramp access, if required	When informed of a the attendance of a pupil or member of staff needing wheelchair access, that appropriate ramp facilities can be made available	As and when required	Facilities Manager / Principal
3.1.3	Ensure external paving, kerbs and pathways and internal flooring is maintained to avoid trip hazards	Facilities Manager to diarise checks each term and arrange for repair of any areas needing so	Termly from autumn 2025	Facilities Manager / Principal
3.1.4	Ensure that during inclement weather conditions, external surfaces are treated / cleared to reduce risk of slips, trips and falls	Facilities Manager to ensure all Facilities staff at Battle are aware of their responsibility to check the grounds as required	As and when required	Facilities Manager / Principal
3.1.5	All staff and pupils with a disability can be safely evacuated. PEEPs to be in place	Personal Emergency Evacuation Plans (PEEPS) are in place for pupils and staff with a disability	As and when required	SENCO / Principal

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3.1.6	Visitors are asked whether they need support in case of evacuation	This is a question all visitors are asked when signing in. Office staff to inform a member of SLT to make a temporary plan whilst visiting	As and when required	Office staff / SLT
3.1.7	Where children require specific toileting needs, all staff involved with that child are aware of needs	EHCP or health plan is shared with staff in whole year group so staff are aware of needs and process. Two members of staff are required	As and when required	SENCO / Teachers / Support staff
3.1.8	Are parking bays available for disabled access	As the car park is so small, no particular disabled bays will be marked. However, a space will be set aside for disabled visitors when required	As and when required	Facilities Manager . SENCo
3.1.9	Disabled toilet facilities to be made available, when required.	Disabled toilets are available for use. The use of this to be made available through discussion with parents and pupil or staff use to be made available. Visitors will be advised upon arrival.	As and when required.	Office staff / SENCo / Principal / Teachers
(2) Curriculum plan				
3.2.1	All staff are aware of curriculum access for children with a disability	Complete individual access plans for pupils when required. Information sharing with relevant staff and agencies	As required	SENCo / Teachers
3.2.2	The curriculum is reviewed to ensure it meets the needs of all children	When teachers are planning for each term, consideration is given to all children including those with disabilities.	Termly ongoing	Teachers / SENCo
3.2.3	Use ICT software and assistive technology to support access to the school curriculum for pupils and staff.	Software / resources are available as required. Staff are supported in their use of ICT by the IT Lead. Where the IT is linked to children with EAL, the EAL Lead will advise	As required	SENCO / IT Lead / EAL Lead

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3.2.4	Educational visits should be accessible for all pupils. Use of Risk Assessments	Staff to plan and deliver lessons that ensure the participation of all children and development of their skills at an appropriate level. Individual risk assessments will be carried out and put in place, as appropriate. RAs to be shared with Facilities Manager, SENCo, Principal and Phase Lead	As required	SENCO / Teachers / Principal
3.2.5	Resources are available to meet the needs of those with disabilities	As required, resources are reviewed and assessed to ensure all children are able to access them easily. Additional resources to be purchased, if required	Termly ongoing	Class teachers / SENCo
3.2.6	Support staff require appropriate training to support pupils with needs	As required, training will be offered to support staff to ensure they have the knowledge and processes to support children with needs within school.	As and when required	SENCO / Principal

(3) Monitoring arrangements

This document will be reviewed every three years but may be reviewed more frequently, if necessary. It may not be feasible to undertake some of the works during the life of this Accessibility Plan and therefore some items might roll forward into subsequent plans. The audit will be revisited prior to the end of each first three-year plan period in order to inform the development of the new Plan for the following period.